REPORT RESUMES

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PROJECT COLLEGE-BOUND, A FINANCIAL ASSISTANCE PROGRAM FOR HIGH SCHOOL GRADUATES ATTENDING THE 1967 SUMMER SESSION.

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THIS PAPER DESCRIBES PROJECT COLLEGE-BOUND AND COMPARES IT WITH SIMILAR PRECOLLEGE PROJECTS AROUND THE NATION. THE BASIC DIFFERENCE IN THE PASADENA PROJECT IS THAT MONEY IS USED AS A MOTIVE, THE STUDENT RECEIVING $1.40 FOR CLASS HOURS AND FOR RELATED OUTSIDE WORK. ONE PURPOSE OF THE PROJECT IS TO BRIDGE THE SUMMER GAP BETWEEN HIGH SCHOOL AND COLLEGE AND OVERCOME THE TRAUMA OF TRANSFER FROM A LOW SOCIOECONOMIC ENVIRONMENT TO A MIDDLE-CLASS ORIENTED INSTITUTION. OTHER AIMS ARE TO (1) ENCOURAGE THE ABLE, LOW-INCOME STUDENT TO ATTEND COLLEGE, (2) ASSIST WITH COUNSELING ON PROCEDURES AND PROGRAMING, (3) GIVE JOB ASSIGNMENTS THAT ENCOURAGE PERSISTENCE THROUGH PAYMENT OF A SALARY, AND (4) FAMILIARIZE HIM WITH THE FUTURE POSSIBILITIES OF COLLEGE WORK-STUDY PROGRAMS. THE STUDENTS WERE SELECTED FROM THREE HIGH SCHOOLS. THEY HAD LOW INCOME (BY OFFICE OF ECONOMIC OPPORTUNITY STANDARDS), AND WERE CAPABLE OF DOING COLLEGE WORK AND OF BENEFITING FROM IT. OF THE ORIGINAL 40 STUDENTS, 35 COMPLETED THE FIRST SUMMER SESSION AND MOST REMAINED AT PASADENA CITY COLLEGE FOR THE FALL SEMESTER. STUDENTS FOUND THE JOB ASSIGNMENTS VALUABLE AND WELCOMED THE NEW EXPERIENCE OF RESPONSIBILITY AND ACHIEVEMENT. THE ADMINISTRATORS FEEL THE PROJECT SHOULD BE REPEATED AND LIST CERTAIN CHANGES THAT SHOULD BE INCORPORATED. (HH)

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PASADENA CITY COLLEGE

PROJECT COLLEGE-BOUND

A Financial Assistance Program
for High School Graduates
attending the 1967
Summer Session

PROJECT - REPORT

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LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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CHAPTER I PURPOSES

PURPOSES OF THIS PAPER

1. To present a report on the purposes, structure, administration, and outcomes of Project College Bound.
2. To compare Project College Bound with other similar pre-college programs.

LIMITATIONS

1. The comparison will be limited to a general discussion of these programs, because most of the material available is in the form of narrative magazine articles, not project reports.
2. The bibliography is limited to documents directly related to the body of the paper. The Education Index listed about 100 articles each month under the heading of "Culturally Disadvantaged". It would be impracticle to list all of these sources and impossible to read them in the time available.

PURPOSES OF PROJECT COLLEGE BOUND

1. The primary objective of the project was to encourage students from low-income families to attend Pasadena City College. Students selected were to have the potential to succeed in junior college work, but with a present level of achievement or motivation which might discourage their attending college.
2. The program was to help bridge the gap between high school and college, by assisting the student with counseling in dealing with admission and registration procedures and programming for classes.

3. Through job assignments the program hoped to help the student develop good work habits and a positive attitude towards employment.

4. The program aimed, through payment of a salary, to motivate those students with a high potential for failure to remain in the program, and to provide them with financial assistance necessary to meet their personal needs.

5. The project would process all of the students through the accounting office and familiarize them with the college work-study procedures so that they would be able to apply for assignment to the program in the fall semester.

CHAPTER II PRE-COLLEGE PROGRAMS

DESCRIPTION OF PROJECT COLLEGE BOUND

Pasadena Commission on Human Need and Opportunity Program:

OBJECTIVE: To encourage 36 graduating summer school students from impoverished families, who would otherwise be lost to higher education, to attend the 1967 Pasadena City College Summer Sessions, enabling them to become acquainted with college training. These students will be those who have shown academic promise and who will have been identified by the feeder high schools as those persons who would benefit from such college exposure. Students selected for this program would not normally be able to attend the 1967 Summer Sessions. They would be selected partly on the basis of family income, those with the lowest income being given preference. The prime objective is to motivate the student, make him realize that he has the ability to do college-level work and encourage him to proceed in becoming a college trained individual.

AREA: Students for the College-Bound Project would be selected from three high schools of the Pasadena Unified District, because this is the boundary designated by the Community Action Agency. Students outside of the Pasadena Unified District will be covered by other Community Action Agencies in Los Angeles County. This project will allow 12 students to be selected from each of the 3 high schools in the Pasadena Unified District--Blair High School, John Muir High School and Pasadena High School. This will permit selection of students from impoverished families from all areas of the Pasadena Community Action Program project.

CHARACTERISTICS OF ENROLLEES: Students will be selected without regard to ethnic background as long as they fall within the impoverished range set by the Office of Economic Opportunity standards. The only other criteria placed upon the selection of the student will be that he is capable of doing college work and will benefit from this association with the college this summer.

RECRUITMENT AND SELECTION: The 36 students will be selected from the 3 Pasadena high schools. Recommendations for the students to enter this program will be accepted from the counseling staff of each high school. Further recruitment may come from any agency in the community recommending to the college that a student will benefit from the program outlined above. The student selected by the high school counseling staff will be programed by the counseling staff of the college in preparing his program for the summer sessions. The College program selected for the student will be based on his course of study pursued at the high school.

WORK ASSIGNMENT: Students who enter this program will be paid on an hourly basis at the rate paid other student assistants, currently $1.10 an hour. For a maximum of 6 hours a day. Four of these hours may come from attendance in classes and the other 2 from work assignments appropriate to the student's interests. These work assignments may be at the college or in public agencies such as the Recreation Department, Head Start, or United Way. Students who do not attend the second summer session may work for a total of 6 hours to complete this ten-week program. Every effort will be made to encourage the student to attend both Summer Sessions so that he may have the chance to earn up to as many as 1½ college units this summer.

COLLEGE BOUND PROJECT

Pasadena Area Junior College District
July 3 through August 31, 1967

Description	Federal Share	Local Share	Total
Project Director		$ 1, 100.00	
Instructional Staff		1, 500.00	
Student Enrollees 36@ $420.00	$ 15,000.00		
Subtotal			$17,600.00
Indirect Cost Maintenance Operation of School Plant Office Supplies		1, 210.00	
Subtotal			1, 210.00
Total			$18,810.00

DISCUSSION OF SIMILAR PRE-COLLEGE PROGRAMS

There were several programs similar to Project College Bound, but none of them identical. A brief discussion of these programs should help to evaluate the structure, function, and results of Project College Bound.

UPWARD BOUND: "A pre-college prepatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation. It acts to remedy poor academic preparation and motivation in secondary school and thus increase a youngster's promise for acceptance and success in a college enviornment.

"Begun on a national basis in June 1966, UPWARD BOUND programs were supported by OEO for the first year at 215 colleges, universities, and secondary schools. These 215 academic institutions in 47 states, the Virgin Islands, Puerto Rico and Guam in turn committed themselves to serve 20,000 youngsters, most of whom had completed the tenth and eleventh grades." (10-1)

"In 1967, a total of 252 institutions were participating in the program, in every state in the country, serving some 23,000 students -- many of whom were returning for the second year.

"The typical UPWARD BOUND program was offered by an educational institution combining secondary school and college teachers as faculty, making use of the physical facilities of a college campus for the students, and utilizing the experience and energies of college and university students as tutors.

"Almost all UPWARD BOUND students were residents on college, university, and secondary school campuses for six to eight weeks in the summer. During the academic year the UPWARD BOUND institutions continued to meet the students through classes on Saturdays, tutorial sessions during the week, and periodic cultural enrichment programs. In administering these programs, academic institutions have used a wide variety of teaching techniques." (10-1)

FOOTHILL COLLEGE: Foothill Junior College offered a pre-college program during the summer of 1966. There were 100 students in groups of 25 per section, 3 hours per day, 4 days per week, for 8 weeks. Each student took two courses, Psychology 50 (Introduction to College) and Psychology 53 (Effective Study). The program was open to all students at a cost of $15.00 for the 8 week program. (7-2)

The basic purpose of the program was to help students who had difficulty in high school to develop better study habits, and to acquire the basic communication skills that help them with college work. The students lived at home and did not have a job assignment.

LOS ANGELES CITY COLLEGE: This program enrolled 150 students in three groups of 50: 1) Negro underprivileged; 2) Mexican American; 3) students who had entered school the previous year, but who were placed on probation for the second year.

The students attended a regular schedule of classes which stressed English, reading and how to study. The classes were four days per week from 8-10 and 12-2, and the students were tutored from 10-12 and 2-3.

There were 20 student teaching assistants who worked with the students tutoring them and going with them on Fridays for off-campus enrichment programs.

The students lived at home, had no regular job assignment and received no pay from the program.

(Project report will be available by January 1968 by contacting Mrs. Madelon Haigh, Los Angeles City College.)

SAN MATEO: The program consisted of "Six weeks in the summer, 8 a.m. to 5 p.m. on the following schedule: work for three hours a day at $1.50 an hour, a special English course in groups of about 10, tutoring and counseling. The students then were to decide whether they wanted to go to college in the fall." (3-9)

Of the 100 students interviewed, 45 fitted the criteria and accepted 39. The students lived at home and were provided lunch and transportation. The job assignments were around the campus and the funds were provided by Office Economic Opportunity through the College Work-Study Program.

There were 23 student tutors assigned to the program to work with the students. They were paid $500.00 for the six-week program by the College Work-Study Program, or from funds collected from local civic organizations.

SOUTH GEORGIA COLLEGE, GEORGIA: "In the summer of 1965, 84 students attended So. Georgia College on a trial basis. All of these students had marginal academic potential as measured by the SAT Scores. 64 (76%) were admitted to the fall quarter and 55 actually attended." (9-1)

This program was designed to allow marginal students to enroll in the summer quarter on a trial basis and take regular courses. This would give them a chance to prove that they could do college work and qualify them to enter the regular Fall Quarter.

SUMMARY

Project College Bound was different in several respects from the other programs listed. The basic difference was that money was used as the basic motivational tool. This was the only program that paid the student a salary for attending class ($1.40 per class hour).

As at South Georgia College, the students were allowed to select any college course for which they could qualify under the college admissions regulations. This removed the stigma of one more remedial program in a series of many secondary school remedial programs.

Eric Gattmann of San Mateo comments, "Our reasoning was that they had years of unsatisfactory make-work courses and would feel that remedial courses were no improvement. University transfer courses would make college work real for them and would give them an immediate chance to succeed in the direction of their choice - or to fail." (3-9)

Dr. S. J. Saden, commenting on Pre-College Programs, recommended that, "The best way to effect an appropriate pre-college training program is to institute a major practicum of training. This does not disallow for varied and multitudinous activities, but these would not necessarily preempt the program.

"The training would be auditing regular college or university classes led by professors of the regular staff. Learning how to observe the interactions and academic deliveries and requirements stipulated in the regular college class or lecture." (5-422)

The experiences from Project College Bound tend to support Mr. Gattmann in that the student from a culturally deprived environment needs to gain some status, not another round of remedial work. The chance to work and receive credit towards a desired college program is more motivating than the second class status of auditing classes. Dr. Saden either has little experience dealing with low socio-economic ethnic groups or is directing his remarks towards the typical middle class under-achiever.

The important factor in this type of program is not the program itself, but rather the people who work with the students. The students want to be treated like other students and respond positively to the attitude of "I care what happens to you."

The use of student tutors working directly with the project students in San Mateo and Los Angeles appears to be a successful personalization of the program. The use of tutors should be carefully applied because a paternal or patronizing approach could have a negative effect on the program.

San Mateo worked to prevent this problem by:

1. Pre-training the student tutors in Negro failure patterns and the effects of bigotry and discrimination.

2. Tutors met with the students prior to the beginning of the program.

3. Tutors went to the students' homes and took them to the library, special study sessions and social activities.

The regular job assignment with a non-profit community agency also appears to be an essential part of the program. A combination of a school and work program of interest to the student appears to be a complementary experience. The regular pay check for both class and work time provide not only motivation but a source of ready financial aid to families that need financial contribution by the older children in the family. This student income removes the dilemma of choosing between work and school.

The requirement of living on campus on the Office of Economic Opportunity Upward Bound program appears to be an unnecessary requirement. "The programs funded in 1966 and 1967 indicated the particular benefits of on-campus residence; Office of Economic Opportunity will give preference to Upward Bound proposals that involve residential summer programs."

non-residential program will, however, be considered." (10-13)

Most of the California junior college programs required no-campus residence and their programs did not appear to suffer as a result. 80% of California college freshmen attend junior colleges and a substantially higher percentage of low socio-economic students would start in the junior college. Except in a few isolated cases there are no living quarters on junior college campuses, so that a very large majority of economic and culturally deprived freshmen would be living at home.

The residential requirements of Upward Bound would seem to preclude the junior college from participation in this Office of Economic Opportunity program. This factor would eliminate that segment of higher education most closely related to the target group identified by the Office of Economic Opportunity.

CHAPTER III PROJECT STRUCTURE AND ADMINISTRATION

STUDENT RECRUITMENT AND SELECTION CRITERIA

The initial goal of the project was to find the twelve best qualified students with financial need in each of the three Pasadena high schools. The director of counseling and guidance was contacted in each school, and the selection of students was handled differently in each case.

SCHOOL A: A team was formed with a counselor and the work-study counselor. The counselor met with other members of the counseling staff and enlisted their assistance in identifying students with academic potential who might have financial need. The work-study counselor identified students with financial need who might have college potential.

The work-study counselor then brought the students to his office where they were interviewed by the project director.

SCHOOL B: The project director met with the director of counseling and guidance and the three senior counselors. The counselors identified all the students who had a grade point average of 2.5 or above who might have financial need.

Copies of the program and a financial questionnaire were given to these students and those interested met with the project director two days later for personal interviews.

SCHOOL C: The work-study counselor had already identified the students with financial need and recommended the twelve best academically-qualified students.

None of the three methods proved adequate, and there were only twenty-four students in the initial program. Several community agencies were asked to help with recruitment, and seventeen additional students were qualified. Thirty-seven students were started on the program and four placed on the waiting list.

Most of the students selected would fit the following description identified by the Upward Bound Program: "The UPWARD BOUND student is a young person with academic potential who because of his poverty background has not had the motivation or preparation to use or demonstrate this potential. Typically this student may be apathetic or even hostile because he comes from a disadvantaged environment unable to help him release his real talent, or he has shunned meaningful educational pursuits because of inadequate school experiences. Quite often the potential that such a student possesses may not show in traditional measurements, such as standardized test scores or grades, but may be revealed more readily through intuitive judgments." (10-4)

Paul Dranow described the 20,000 students who participated in the 1966 Upward Bound Program in the following way: "These kids were needy high school youngsters from city slums and rural poverty areas who had academic talent that would go to waste. They were bright, but unmotivated. About half were Negro; one out of every 15 was Spanish American; and 4 percent were Indian. One out of every four had older brothers or sisters who were high school dropouts, and in the ordinary course of events would have become dropouts themselves." (2-25)

TABLE 1: The group make-up at Pasadena City College in ethnic and sex differences was as follows:

1.	Male 43%	Female 57%
2.	Caucasian 27.5%	Oriental 2.5%
	Negro 72.5%	Mexican American 22.5%
3.	High School G.P.A.	2.37

TABLE 2. The Upward Bound group at Indiana State University in ethnic and sex differences was as follows:

1.	Male 46%	Female 54%
2.	Caucasian 45%	Negro 55%
3.	High School G.P.A.	2.17

(6-136)

TABLE 3. The economic criteria for student selection followed the guidelines established by the United States Office of Economic Opportunity.

No. of Persons in Family	Non-Farm
1.	$1,600
2.	2,000
3.	2,500
4.	3,200
5.	3,800
6.	4,200
7.	4,700
8.	5,300
9.	5,800
10.	6,300

(10-4)

(See Appendix for Pasadena City College Family Financial Statement)

There was no pre-testing of the applicants and the high school intelligence tests or achievement test scores were not used in selection. This was a result of inadequate time to do this type of screening, rather than of deliberately ignoring this type of information.

Follow-up work done by South Georgia College on their 1964 summer program seems to indicate that achievement test scores may be of some help in selecting the students who have the best chance of success.

TABLE 4: The high school average, and achievement test scores for the students from the special summer program who were admitted to the fall semester.

	HSA	SAT-V	SAT-M	SAT-V&M	PFAG
Flunked out (N=9)	14	321	335	656	64
Discipline (N=8)	13	358	378	763	65
Dropped out (N=5)	14	313	320	633	63
Still in School (N=6)	13	382	400	782	65
Combined averages	14	346	363	709	64

"As shown by this chart the SAT-V,M, combines scores for the discipline group and the group which made it through their freshman year are above the mean for the total group, while the same scores for the voluntary dropouts and the students who failed out are below the mean. Statistical analysis revealed a substantial relationship between students' combined V&M SAT scores and their ability to make it through their freshman year.

"Conversely, the PFAG's and HSA's were almost identical for all four groups, and thus not a distinguishing factor. This is not surprising, though, because the HSA range for the group as a whole (all 26 students) was only from D to C-, and the PFAG's range from 62 to only 70. Since these ranges are so small, a relationship between either the HSA and the PFAG and freshmen year perserverance will not be accepted." (6-2)

ADMISSION-REGISTRATION AND PROGRAMMING

ADMISSION-REGISTRATION: The students who were selected to participate in the program were asked to come as a group to the college for one evening. Admissions forms had been distributed to all students during the recruitment period and these were to be completed and returned to the director at the evening meeting.

During the interim period the high schools were asked to submit copies of transcripts for all students. The admissions forms and transcripts were handled through special processing by the Admissions Office staff and the project director. The students who entered the program later were handled on an individual basis by the director.

PROGRAMMING: A specially qualified member of the counseling staff was assigned to the project, and programmed each student on an individual basis. Students were allowed to select any course that they were qualified to take. The counseling was very effective in that students were skillfully guided into courses which offered a maximum of success.

Students were encouraged to return to the counselor if they had any difficulty with their program. Two counselor-trainees assigned to the counseling office were made available to the students on a regular basis. Students were asked to go on a volunteer basis, but they did not avail themselves of this help.

ORIENTATION PROGRAM: The time available to set up the program was only two weeks prior to the beginning of the first summer session. There was inadequate time to meet the students as a group and this left many administrative details unfinished when school started. Normally, orientation would be accomplished prior to the

beginning of school. However, under the circumstances, the daily two-hour work period for the first week was used for orientation During the first three days, various forms needed for the administration of the project were completed. (See Appendix) The last two days were used to present representatives of the various community agencies that had volunteered to use the students in their program, the students were then signed up for the work program of their choice.

ATTENDANCE AND PAY ROLL ACCOUNTING: During the orientation period the students received instructions on how and when to complete the necessary forms for pay roll accounting. (See Appendix)

Each student received an attendance sheet and a letter of introduction explaining the program for each class and one for the work supervisor. Students were required to have each teacher and work supervisor sign the attendance sheets twice a month, verify daily attendance. The students brought the signed attendance sheets to the project office so that the attendance could be posted on a permanent record. A time sheet was made up for each pay period and submitted to the college Accounting Division for processing. The students were paid twice a month, or 5 times during the ten-week program.

The Pasadena Commission on Human Needs and Opportunity administered the program for the Office of Economic Opportunity and required the following documents:

1. Project description and request
2. Formal application
3. Contract
4. Bi-monthly invoices for reimbursement
5. Periodic project reports and a project summary

PROBLEM AREAS

TIME FACTORS: The time available to set up the program was totally inadequate. The project started on Friday, June 9, which was the first day of final exams for graduating seniors. Exams ended on Tuesday, graduation practice was Wednesday, with the graduation Thursday and students gone Friday. This left only three school days to set up the program and recruit the students.

ADMISSION AND PROGRAMMING: Even with expediting the admissions procedure there were many problems, particularly with getting the students' transcripts for evaluation. One counselor trying to program twenty-five students in a period of 2½ hours is less than desirable, but under the circumstances necessary.

ORIENTATION: The orientation program was very helpful and provided an opportunity to pull together many of the loose ends. This could have been even more productive if moretime had been available for better planning. This part of the program should have been conducted prior to the start of classes rather than the first week of school.

ATTENDANCE AND ACCOUNTING: The difference in class and work schedlues for each student made it impossible to meet with the students as a group after the orientation program ended. This meant that most of the communication was via dittoed notices, which at best are poor substitutes for group meetings. Students were required to keep their own attendance sheets and have them signed by the teachers and work supervisors, and the completed

sheets were brought by the students to the project office every two weeks. As might be expected, some of the forms were lost or the students forgot to turn them in. In spite of the problems this procedure worked better than anticipated.

WORK ASSIGNMENT CHANGES: The program allowed the student to work more than two hours each day during the last four weeks of the program. This created several problems, as some of the employing agencies found it difficult to use the students six hours a day. The problem was compounded by the fact that most of the students did not want to attend classes during the second summer session.

An unpublished report prepared by Office of Student Personnel Services at Pasadena City College in June, 1965, indicated that during a five year period (1959-64) the average drop in G.P.A. was .63 for students transferring to the University. These were students who were ineligible to transfer to the University directly from high school.

The drop in G.P.A. for all California high school graduates transferring to the University for the 1st semester in 1965 was 1.19. The drop in grade point average for students from one of the participating high schools transferring to the University was 1.036 for the first three quarters of the 1966-67 school year.

The fall enrollment statistics for Pasadena City College are comparable to those achieved in the San Mateo summer program:

1. 39 students started, 37 finished
2. 36 enrolled in the fall semester
3. 34 completed the 1st semester
4. 20 completed the full year. (3-10)

Herman Branson, in summing up the results of Upward Bound program for the summer of 1965, stated: "Of the 248 students enrolled in the six study centers during the summer of 1965, 761 or 80% entered college in September of 1965." (1-44)

The follow-up on students in the Foothill Junior College program produced the following statistics:

There were 62 students in the experimental (EX) summer group who were matched with a group (FC) of 82 high school seniors who started in the fall semester. The fall control group was selected at random.

TABLE 5: Number of students persisting in the experimental group (EX) and the fall control group (FC)

Group:	Fall Semester 9-6-66	12-5-66	1-26-67	Spring Semester 1-30-67
EX	82	81 (98.8%)	79 (96.3%)	74 (90.2%)
FC	82	77 (89.0%)	73 (89.0%)	66 (80.5%)

(7-3)

TABLE 6: Number of units attempted, units completed, grade points, and grade point average for those who completed the fall semester in the experimental and control group.

GROUP		UNITS ATTEMPTED	UNITS COMPLETED	GRADE POINTS	G.P.A.	NUMBER
EX	TOTAL	1044.5	986.0	2191.5	2.10	79
	MEAN	13.22	12.48			
FC	TOTAL	965.0	900.0	2002.5	2.08	73
	MEAN	13.22	12.33			

(7.5)

The 1965 summer program at South Georgia College produced the following results: "84 students were admitted to the summer quarter on a trial basis, all of them marginal students as measured by the SAT scores. 64 students (76%) were admitted to the fall quarter and 54 actually attended school." (9-1)

"Only fifteen (27.2%) persisted through the freshman year. Of the remaining forty, 27 failed out and 13 withdrew voluntarily." (9-5)

TABLE 7: Freshman grade point averages for the students who successfully completed the special summer program at South Georgia College.

GROUP I	GROUP II	GROUP III	GROUP I-II-III	
Persisted through freshman year MEAN GPA	N=12 withdrew voluntarily MEAN GPA	N=27 failed out MEAN GPA	N=54 All groups combined MEAN GPA	
1.76	1.16	1.07	1.27	Performance in regular year
2.14	2.00	1.74	1.91	Performance in summer school

(9-5)

"1. Only 3 of the 15 students completing the freshman year earned a 2.0 average or better and 6 were on scholastic probation at the end of the 1st quarter.

"2. None of the 13 dropouts or 27fail outs earned a 2.0. In addition, all of the dropouts were on probation when they withdrew.

"3. The data predicted that for a student to earn a (2.0 G.P.A.) in the fall quarter, he should have a 3.1 or better during the summer." (9-6)

The fall enrollment figures for the Project College Bound students appear to be comparable or higher than the similar programs examined, and if the experience of the other programs holds true for Pasadena City College approximately 90%, or 31 students, should complete the fall semester.

EMPLOYMENT: The project students were required to work for a non-profit community organization 2 hours a day, during the 1st summer session. The students who did not wish to attend classes during

the second summer session were allowed to work 6 hours a day during the last 4 weeks of the program.

The following table is a composite of the 23 employee evaluation forms returned by the community agencies affiliated with the project. (See Sppendix for a copy of the evaluation form.)

TABLE 8: Composite distribution of employee evaulation forms returned to the Project College Bound Office.

Rating of students: qualities	VERY LITTLE	LITTLE	AVERAGE	ABOVE AVERAGE	VERY. SUPERIOR
Punctuality			9	7	7
Dependability			5	10	8
Initiative			7	14	3
Imagination			7	11	3
Ability to get along with others			2	8	12
Enthusiasm and Interest		1	5	11	6
TOTAL		1	35	61	39

Surprisingly, there were no adverse comments made by the employing agencies. The following comment be one of the employers serves as a summary of the many written comments submitted:

"I felt that he did a very good job for us and this is one reason why we were able to have a successful program this past season. He always was eager to work and never complained about any of the assignments given to him. He was most dependable and was always on time. If any problem came up in which he was unable to make it to work he always let us know in plenty of time so that we could make other arrangements. On behalf of myself and the other leaders I would like to say that it was a real pleasure working with him and again thank him for a fine job which he did for us."

That job assignments proved to be a vital part of the program, is supported by the following statement taken from the Office of Economic Opportunity Upward Bound program: "OEO expects the UPWARD BOUND summer program to require the student's full time participation. It may be necessary, however, for some students to work part time in the summer. This is particularly the case where the students are Bridge students since they often feel that their most important need is meeting the college expenses which lie immediately ahead." (10-14)

Planning for job assigements during the summer has resulted in placing 11 of the summer program students on the fall semester college Work-Study program. Ordinarily most of these students would be unaware of the job possibilities at the college and the college would be unaware of the students' needs.

STUDENT EVALUATIONS

JOB EVALUATIONS: The students submitted 32 responses to the following topics; "analysis of Supervision given you, and Evaluation of the job assignment." (See Appendix). With very few exceptions, these were constructive and favorable. The following quotes were representative of the comments in general: "Valuable experience in dealing with problems in human relations."

"It is the type of job I like to be involved with. It teaches me how to give special attention to those less fortunate and try to make them feel like any normal person."

"The supervision I was given was excellent, although it was not what you would call, "always looking over my shoulder to see if you were doing it right". If I was asked to do a job I was first told what they would like me to do and then I was left to do it on my own. If I made a mistake while doing it, it was just explained to me again in the same kind and understanding way it was the first time and I tried it on my own again."

"This particular job was excellent for me because it gave me so much experience and will prove to be a stepping stone in the years to come. This was my first job and with it came much responsibility which I welcomed with a smile."

The written student comment and the personal contact between the Project Director and the students who are continuing in the fall semester has indicated a high degree of satisfaction with the program. The following comment indicates not only satisfaction with the program but the importance of the job assignment.

PROGRAM EVALUATION: "I feel that this was a very good program it gave many students a good chance to look at life from a workers stand point. Some of us hadn't worked before, this was one way of getting acquainted with the outside world. There are no improvements as I can see except to continue the program throughout the year."

Dr. Grace McReynolds, director of the Upward Bound program at Northeast Missouri State Teachers College, comments, "When students were asked to evaluate the Upward Bound Program at Northeast Missouri State Teachers College general response was 'Many expressed reluctance to participate in a 'summer school' before summer school began and expected it to be 'dull and tiresome'. However, nearly all students were reluctant to have the session close, expressed the hope of returning next summer and described it as 'the most wonderful summer' of their lives because they had been able to develop self-direction and self-confidence; ability to meet students from other areas of the district; and ability to adjust to college life." (4-26,27)

Dr. McReynolds' report on student evaluation of her program adequately sums up remarks of the students in Project College-Bound.

CHAPTER V RECOMMENDATIONS AND CONCLUSIONS

RECOMMENDATIONS

1. The project should be repeated next summer; extended to 12 weeks and altered to incorporate the new ideas generated by last year's experience with this and similar programs.

2. The initial planning should start with the beginning of the spring semester so that adequate time is available for proper program development.

3. Selecting of students should be uniform for all participating high schools and representatives from the counseling staff of each high school and the college should meet with the project director to develop the selection criteria.

4. Adequate staff and office facilities should be assigned to the project director for proper administration of the program. The minimum time requirement for the director would be one third time during the spring semester and full time during the 3 months summer program. A full time clerk-typist should be assigned to the project office during the 3 month summer session.

5. Goals and outcomes should be established at the beginning of the program with an evaluation instrument which would check the results against the projected outcome, and provisions should be made for a two-year follow-up of all students who continue at Pasadena City College.

6. A waiting list or substitute list of at least 25% of the number of students in the program should be established. These students should be admitted to college, programmed for classes and processed through the accounting office, so that they could be added to the program immediately when a vacancy exists.

7. Participants in the program should be required to attend both summer sessions, and take at least two courses each session or, if sufficient students are eligible, the program could run in two sections, one group attending each summer session.

8. The work programs should be set up in advance with the non-profit community agencies who wish to participate. Work should be limited to 10 hours per week, with no more than 4 hours in any one day. This would result in 4 hours of classes and 2 hours of work per day. If the student dropped a class, the work assignment would be reduced to 5 hours per week.

9. The students should continue to be paid the going rate for students assistants (1.40 per hour in 1967) for each hour in class or on the job, these funds to be supplied by the government Office of Economic Opportunity and administered by the Pasadena Commission on Human Needs and Opportunities.

10. Consideration should be given to the use of student tutors, with this part of the program coordinated through the college Tutorial Center.

11. The orientation program should be set up prior to the beginning of summer school and the summer school faculty should be briefed on the scope and administration of the program.

CONCLUSIONS:

Most graduating high school students are unaware of the great difference between high school and college. Normally they are left alone to solve the problems of admission, program selection and class attendance. This is a traumatic experience for all but the most sophisticated college freshmen, and could be labeled "transfer shock".

The culturally deprived student has a very difficult problem when transferring from a low socio-economic environment to an upper middle class oriented institution of higher education.

One of the primary objectives of the Upward Bound program is to guide these students, "...through the summer following the twelfth grade, that is what we call the Bridge Summer - the summer between high school graduation and college enrollment." (10-6)

The program seemed to help the participating students bridge this gap and may well have prevented several from dropping out of school. Only 13 of the 40 students admitted to the program had previously applied for admission to college. While it is impossible to determine how many of the rest might not ever have attended Pasadena City College, it is reasonable to assume that some of the students were motivated to attend and remain in college by this project.

The major factor in motivating the students appeared to be the salary. It is difficult for a student from a low economic environment to think in terms of long-range goals and rewards. By paying the student twice monthly there was a short range, desireable, obtainable goal which served to help the student over

the continuous bumps in the academic pathway. Paying the student on an hourly basis helps to overcome the tendency to drop classes, because dropping would result in a loss of income. Twelve of the final grades in the first semester were D, only two classes were dropped; therfore, it is reasonable toassume that paying an hourly rate for class attendance was a deterrent to dropping classes.

In an evaluation of the Upward Bound program for the summer of 1966, Dr. Frost, the director, states: "The students were better than the colleges thought they'd be and better than the high schools said they'd be." (2-26) This was true with the students at Pasadena City College. The apprehension that developed during the orientation program gradually disappeared and was replaced with a feeling of pride and accomplishment, on the part of both student and director.

Project College-Bound appeared to have filled a need. The experience gained from the program, plus the follow up with the students and their records warrants repeating the project again next summer, incorporating the recommendations submitted by the director.

The following comment made by a student in the Upward Bound program seems justification enough for the continuation of this type of program: "A youth who has a high school dropout and spent two years in the Navy before Upward Bound said, 'My mother thinks I'm crazy reading all these books, but she can't stop me now'." (2-27)

APPENDIA

1. STUDENT ACADEMIC RECORD
2. STUDENT WORK ASSIGNMENTS
3. ORIENTATION SCHEDULE
4. PAYROLL INSTRUCTIONS
5. FAMILY FINANCIAL STATEMENT
6. [illegible]
7. SUMMER SCHOOL ACADEMIC RECORD
8. LETTER TO TEACHERS AND WORK SUPERVISORS
9. CLASS AND WORK ATTENDANCE RECORD
10. SUPPLEMENTAL PAYROLL INSTRUCTIONS
11. INFORMATION BULLETIN #1
12. INFORMATION BULLETIN #2
13. AGENCY EVALUATION OF STUDENT EMPLOYEE
14. STUDENT EVALUATION OF JOB ASSIGNMENT

STUDENT ACADEMIC RECORD

SCHOOL A

STUDENT	1ST SUMMER SESSION 67	GRADE	2ND SUMMER SESSION 67	SUMMER G.P.A.	H.S. G.P.A.	FALL 67 SEMESTER	SEMESTER UNITS
1.	Poly Sci 5 Sociology 1	D D	No Classes	1.0	2.79	P.C.C.	15½
2.	U.S. History 7A Accounting 101	C Drop	No Classes	2.0	2.60	P.C.C.	13½
3.	Business Eng. 112- Poly Sci 125	Drop	No Classes	0	2.20	P.C.C.	12½
4.	Accounting 101 Typing 27A	F C	No Classes	0.80	2.52	P.C.C.	12½
5.	Health Ed 2 Accounting 101	D D	No Classes	1.0	2.48	Full Time	Office Work
6.	Shorthand 5A Health Ed 2	C C	No Classes	2.0	2.59	P.C.C.	12½
7.	Shorthand 5A Typing 27A	B A	No Classes	3.33	3.03	P.C.C.	14½
8.	Accounting 101 Typing 27A	B C	Photo. 21-B Biol.421-A	3.0	3.08	P.C.C.	13
9.	Accounting 101 Health Ed 2	C C	Dropped	2.0	2.64	P.C.C.	13
10.	Health Ed 2 P.E. Act. 8 Math 402	D B F	No Classes	0.60	2.43	Calif. Luthern	Full Time
11.	Soc. Sci. 401 Health Ed 2	C C	Typing27A -B	2.0	2.56	P.C.C.	9
12.	Shorthand 5A Typing 27A	B C	No Classes	2.7	2.48	P.C.C.	15½

SCHOOL A

STUDENT	1ST SUMMER SESSION 67	GRADE	2ND SUMMER SESSION 67	SUMMER G.P.A.	H.S. G.P.A.	FALL 67 SEMESTER	SEMESTER UNITS
	Health Ed 2	C					
13.	English 401	C	No Classes	2.0	2.08	P.C.C.	10½

SCHOOL B

STUDENT							
	Soc Sc. 27B	A	Reading Tech-A				
1.	Music 41A	A	First Aid -A	4.0	3.85	POMONA	Full-time
2.	Dropped	-	---	--	3.72	U.C. Riverside	Full Time
3.	Dropped	-	---	--	2.28	P.C.C.	12½
	Biology 421	F					
	Health Ed 2	C					
4.	P.E. ACT. 17	A	Dropped	1.0	1.13	P.C.C.	12½
5.	Dropped	-	---	--	3.79	Stanford	Full-Time
	Health Ed 2	C					
6.	Soc. Sci. 401	C	No Classes	2.0	1.94	P.C.C.	12½
	Health Ed 2	D					
7.	Spanish 1	B	No Classes	2.0	2.57	P.C.C.	15
	Physio. 421	D					
8.	Health Ed 2	C	Eng. 401- C	1.6	1.94	P.C.C.	14½
	Health Ed 2	D					
9.	Soc. Sci. 401	D	First Aid-D	1.0	1.53	P.C.C.	12½
10.	A.P. Art 1	B	Eng 401 -C Health Ed-C	1.6	2.07	P.C.C.	15½

SCHOOL B

STUDENT	1ST SUMMER SESSION 67	GRADE	2ND SUMMER SESSION 67	SUMMER G.P.A.	H.S. G.P.A.	FALL 67 SEMESTER	SEMESTER UNITS
11.	Machine Shop	Drop	---	--	1.67	Employed	Full Time
12.	French 1A Health Ed 2	F C	No Classes	.66	2.27	P.C.C.	12½
13.	Math 402 Poly Sci 125 P.E. Act. 8	C B A	No Classes	2.6	1.64	P.C.C.	14½
14.	U.S. History 1A Typing 27B	C A	No Classes	2.8	2.47	P.C.C.	14½
15.	English 421 English 401	B B	Health Ed-A Eng. 1A - C	2.9	2.90	P.C.C.	13

SCHOOL C

STUDENT

1.	Health Ed 2 Math 402	D F	No Classes	0.50	2.13	P.C.C.	12½
2.	Health Ed 2 Soc. Sci. 401	F F	Body Build-B Track&Field-A	0.58	2.40	P.C.C.	15½
3.	Poly Sci 125 Typing	D Drop	No Classes	1.0	2.03	P.C.C.	16½
4.	U.S. History 7A Health Ed 2	F C	No Classes	0.80	2.50	P.C.C.	13½
5.	Physio. 421 Health Ed 2	D D	Dropped	1.0	1.66	P.C.C.	12½
6.	History 7A Soc. Sci. 27A	D B	Dropped	1.2	2.35	P.C.C.	14

SCHOOL C

STUDENT	1ST SUMMER SESSION 67	GRADE	2ND SUMMER SESSION 67	SUMMER G.P.A.	H.S. G.P.A.	FALL 67 SEMESTER	SEMESTER UNITS
7.	German 1 Health Ed 2	D C	Poly Sci-C Typing - B	1.8	2.83	P.C.C.	14
8.	Typing 27A Poly Sci 125	C D	Wt. Train.-C Track - A	1.7	1.59	P.C.C.	13½
9.	History 7A Psych. 1A	C C	Poly Sci 5	1.6	2.55	P.C.C.	13½
10.	Soc. Sci. 401 English 401 P.E. Act 4	D D A	No Classes	1.2	2.26	P.C.C.	14½
11.	Health Ed 2 Poly Sci	D D	No Classes	1.0	2.03	P.C.C.	12½
12.	Soc. Sci. 401 Health Ed. 2	W C	No Classes	2.0	2.07	P.C.C.	14½

STUDENT WORK ASSIGNMENTS

SCHOOL A STUDENTS	WORK ASSIGNMENTS
1.	Blair High School Library
2.	Garfield Playground
3.	Purchasing - Education Center
4.	Roosevelt School
5.	Jefferson Recreation Center
6.	Washington Center
7.	Education Center Library
8.	Head Start
9.	Washington School
10.	Athletic Department P.C.C.
11.	Lincoln Playground
12.	Blair High School Library
13.	Lincoln Playground

SCHOOL B STUDENTS	WORK ASSIGNMENTS
1.	Jefferson Playground
2.	P.C.C. Project Office
3.	Athletic Department P.C.C.
4.	Athletic Department P.C.C.
5.	Dr. MacFarlane P.C.C.
6.	Pasadena Police Department
7.	Cleveland Playground
8.	Head Start
9.	Head Start
10.	Extended Day Office P.C.C.
11.	Athletic Department P.C.C.
12.	Head Start
13.	Athletic Department P.C.C.
14.	Pasadena Commission on Human Needs & Opportunities
15.	Pasadena Police Department

SCHOOL C STUDENTS	WORK ASSIGNMENTS
1.	Dr. MacFarlane P.C.C.
2.	Garfield Playground
3.	Pasadena Police Department
4.	Life Science Department P.C.C.
5.	Roosevelt School
6.	Extended Day Office P.C.C.
7.	Dr. MacFarlane P.C.C.
8.	Washington Center
9.	Project Office P.C.C.
10.	Athletic Department P.C.C.
11.	Garfield Playground
12.	Pasadena Boys' Club

Monday June 9 Room 2002 1:00-3:00 p.m.

1. Orientation of the program
2. Identify and resolve any questions or programming problems.
3. Discussion of possible work assignments
4. Responsibilities of the students

Tuesday June 10 Room 2002 1:00-3:00 p.m.

1. Continue and check family financial statement
2. Discuss and complete occupational inventory
3. Identify the information necessary for the payroll

Wednesday June 11 Room 2002 1:00-3:00 p.m.

1. Fill out the payroll forms
   a. Information of employment
   b. Withholding Certificate (W2)
   c. Tax employment oath
2. Introduction: Pasadena City College
   a. Discussion of different types of community social agencies

Thursday June 12 Room 2002 1:00-3:00 p.m.

1. Field Trip - Pasadena Department of Recreation
2. Field Trip - Washington Community School
   a. Discussion of job possibilities in community recreation
   b. Discussion of internship programs in recreation

Friday June 13 Room 2002 1:00-3:00 p.m.

1. Discussion - Evaluation of Class Projects
2. Discussion of Internship
3. Discussion of Problems with Field Trips
4. Discussion of Job Possibilities in Recreation
5. Completion of Payroll Forms

June 19, 1967

PAYROLL PERIODS

1st payroll period is June 19 to June 30
2nd " " July 5 to July 14
3rd " " July 17 to July 31
4th " " August 1 to August 15
5th " " August 16 to August 25

DISTRIBUTION OF PAY CHECKS

Students will pick up their pay checks from Mrs. Beatrice Davis in the Extended Day office, 1440. The checks are distributed twice a month, about the 1st and the 15th, beginning the middle of July. Specific pay dates will be available later and this information will be distributed to the students when it becomes available.

STUDENT ATTENDANCE PROCEDURES

1. The student must have each teacher sign a separate attendance record at the end of each pay period.
2. Pay periods end June 30, July 14, July 31, August 15, and August 25.
3. The student should have the work supervisor sign the attendance record the day before the end of the pay period or on the last working day before the end of the pay period.
4. The signed attendance record must be brought to the Project Office, Room 104D, in the Life Sciences Building between the hours of 12:30 and 3:00 p.m. on the last day of the pay period.
5. The payroll clerk will record the information from the attendance record and return it to the student to be used for the next pay period.
6. The attendance record will be retained for the permanent file on the last day of the program, August 25.

GENERAL INFORMATION

1. Students will be paid only for actual time worked and not for hours completed. Absences must be made up in order to receive the student's pay each period on a pro rata basis.
2. Pay cannot be authorized unless all the attendance records are signed.
3. Attendance records submitted after the end of the pay period will be held over to the next period.
4. Repeated absences or tardiness will be cause for removal from the program.

Name Last First Initial Date

Address Number Street City Zip Code

Social Security Number Date Birth Home Phone Business

College you plan to attend Major

List in order of preference your occupational interests

A B C

List any jobs you have held during the last 3 years for which you received wages, including N.Y.C.

Type of work	Duration	Rate of Pay	References and phone number

Using 1, 2, 3 etc. list in order of preference your interest in the following job possibilities:

a. Working with preschool children (PRE-K/HEAD START) ____
b. Working in Recreation Centers (CAP) ____
c. Recreation and playground work ____
d. Secretarial and office work ____
e. Working in a college environment ____
f. Working with the Police Department ____

Physical restrictions, if any:

a. Nature and extent of disability ____
b. Date Injury Occurred ____

Are you a veteran? ____

Have you ever been convicted of a felony? ____

Signature ____

Name _____
Last First Initial Code Date

Address _____
Number Street City Zip Code

_____
High School Attended Home Phone

SUMMER SESSION - 1967

	Subject	Number	Room	Days	Time	Instructor	Grade
1							
2							
3							

/

July 28, 1967

1. Students who have not signed up for classes during the second summer session may make the following arrangements with their job supervisor.

a. Obtain approval to work 40 six hours a day (30 thirty hours a week).

b. Prepare a letter on official stationery signed by the supervisor stating the number of hours.

2. Students who have a practice obligation (in addition to work hours) or who are having difficulty with their job assignment should call [illegible] at 995-3435 after 6:00 p.m.

Students

Bring signed correspondence to me in room 1050 [illegible]

[illegible]

[illegible]

[illegible] parentheses: Please indicate type of work-study performed in each space.

Total hours worked

Rating of student	Very little	Little	Average	Above average	Very superior
Dependability					
Initiative					
Interest					
Ability to get along with others					
Cooperation or interest					

Comments:

We plan to employ as many of our work-study students as possible during the next academic year. Please indicate whether you would like to employ this student next year.

Division of Vocational Services
Fresno City College
Fresno, California

Yours very sincerely,

Louis G. Leiva
Project Director

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